



# Mount Hawke Academy

## **Accessibility Plan**

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## Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Mount Hawke Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head of school and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

\_\_\_\_\_ Miss C Biddick (Head of School)      September 2017  
Date: \_\_\_\_\_

\_\_\_\_\_ Chair of hub council      Date: \_\_\_\_\_

*Next Review Date: September 2018*

## Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short Term</b>	School needs to determine if relevant staff have skills to support with pupils with DSEN.	Audit current skills of staff and provide INSET to staff members. Training for teachers on differentiating the curriculum as required.	Head of school/ External advisors/SENCO	Spring 2018	Staff members have the skills to support children with SEND	Autumn 2018
<b>Medium term</b>	Extra-curricular activity opportunities are not wholly accessibly for individuals with some physical impairments.	The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments.  Changes to allow for the greatest level of participation will be made as the review recommends.	Teachers/SENCO/ external providers	Summer 2018	Planning of school trips takes into account pupils with SEND	Summer 2019

<b>Long term</b>	To assess future pupils needs against the curriculum to assess accessibility,	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Head of school/ICT Manager/SEN CO	Autumn 2019	Pupils with DSEN can access the curriculum fully.	Spring 2020

## Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Review Personal Emergency Evacuation Plans for pupils with physical difficulties	Identify all exit routes for pupils with physical difficulties	SENDCO/ Teachers/Teaching Assistants	Autumn 2017	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	Autumn 2018
<b>Medium term</b>	Step edges on approach to main entrance are not highly visible for pupils with vision impairment.	Install tread highlighters to step edges.	School caretaker	Summer 2018	Access to the school is improved.	Autumn 2018
<b>Long term</b>	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems.	School business manager/building contractors	Summer 2020	Visual and audible alarm systems are present.	Autumn 2020

## Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Management are aware that some information provided is not easily accessible for families and pupils who do not have internet access	Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access.	SENCO/ICT manager	Spring 2018	School is aware of accessibility gaps to its information delivery procedures	Summer 2018
<b>Medium term</b>	Some written information is not accessible to people with visual impairments	Provide written information in alternative formats including 'easy read', 'large print' or 'symbols'.	SENCO/ICT manager	Spring 2018	Written information is fully accessible to all with visual impairments	Summer 2019
<b>Long term</b>	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	ICT manager	Summer 2017	Website is fully accessible	Autumn 2020